

## Visual Art Grade Level Expectations

The No Child Left Behind Act of 2001 requires state assessment systems to test students in reading/language arts, mathematics, and science, but the law does not require state-level testing in fine arts. Nonetheless, fine arts remain an integral component of the public-school curricula, and we believe these Expectations provide a valuable tool for local educators.

Art GLEs are grade level benchmarks for the Fine Arts Content Standards in the *Show-Me Standards for Missouri Schools*. It is expected that 80% of students will demonstrate proficiency at the GLE level. As school district's build curriculum documents, it is understood that concepts and skills should be introduced at earlier grade levels, assessed at the GLE level, and continue to be reviewed/reinforced at later grade levels. At each grade level, students should be able to demonstrate the GLEs from previous years as well as those specified for the current grade. Emphasis is placed on skill refinement and increasing control of each media. Students are expected to grow in their ability to select art materials which are best suited for creatively communicating their ideas.

K-5

GLEs are based upon teaching at least 30 minutes per week of half-day Kindergarten art and at least 50 minutes per week of art in grades one through five (or six if in an elementary building).

6-8

GLEs are based upon teaching at least 1500 minutes per year of art in each grade. Depending upon the school's schedule, this art could be alternating periods for a year, or a full semester in each of the three grade levels.

Note: If a district offers only one art course for middle school / junior high, the teacher will follow GLEs for 6<sup>th</sup> grade.

9-12

GLEs are based upon teaching a full unit of art credit for four consecutive years. Since middle school art is not a pre-requisite to enrollment in high school art, the sequence for content and skills is built upon elementary GLEs. The GLEs are written for four sequential years of general art (2-D & 3-D). Schools may choose to offer four levels/four full years of general art, four years (eight semesters) of different media-specific courses (Drawing, Ceramics...), or a combination of the two. If a district offers media-specific courses such as Drawing or Ceramics, then the teachers select and expand GLEs that are appropriate to their specific media.

### Applying Visual Art Grade Level Expectations to District Curricula

When e.g. precedes a list, DESE expects that districts/teachers will select from the list or use similar content.

# Safe Use and Responsible Care of Art Tools and Materials

Use tools and art materials in a safe and responsible manner. (Show-Me Standards: FA1; National Standards for K-12: 1d)

## Essential Understandings for Strands

Strand	Essential Understanding
Product-Performance	Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.
Elements and Principles	Artists communicate ideas through artworks by selecting and applying art elements and principles.
Artistic Perceptions	Viewers’ respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the quality of artwork through art criticism.
Interdisciplinary Connections	Visual art is connected to performing arts, communication arts, math, science, and social studies.
Historical and Cultural Context	Visually literate citizens understand the role and functions of art in history and culture. Artists influence and are influenced by the cultures and time periods in which they live.

STRAND I: Product/Performance

1. Select and apply two-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems

A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
	Produce a line using crayon, pencil, or marker	Fill an area with solid color/value using crayon, pencil, or marker	Change pressure to create two values using crayon or pencil	Layer two or more colors using crayon, colored pencil, or oil pastel	Create light, medium, and dark values using pencil	Create texture or surface quality using any drawing media	Use pencil or marker to draw a continuous line that describes an object from observation	Use a variety of media such as pencil, pastels, color sticks, and/or markers to create simulated/ implied texture	Create even, continuous, and graduated tones using pencil or colored pencil	Create smooth, continuous value through even pressure  Create a range of 4 smoothly graduated values through varied pressure  Define edge through variations in pressure or angle  Use media in various ways to create simulated and invented textures  Use a ruler to create parallel, perpendicular, and converging lines  Demonstrate proficiency using a single drawing media	Create a range of 7 smoothly graduated values through varied pressure  Blend values/colors to create new values/colors  Combine a change in value/color with texture  Create a range of 4 graduated values using hatching, cross-hatching, and stippling techniques  Use an eraser as a tool to change a value  Use blending tools such as stumps and tortillons to modify values  Demonstrate proficiency using 3 drawing media (e.g., pencil, charcoal, conte, pastel, oil pastel, marker, pen and ink, colored pencils, scratchboard)	Create a range of 10 smoothly graduated values through varied pressure  Create a range of 7 graduated values using hatching, cross-hatching, and stippling techniques  Use hatching, crosshatching, and stippling to create texture  Use an eraser as a tool to create a range of values  Demonstrate proficiency using 4 drawing media (e.g., pencil, charcoal, conte, pastel, oil pastel, marker, pen and ink, colored pencils)	Select and apply drawing media and techniques that demonstrate <ul style="list-style-type: none"><li>• sensitivity and subtlety in use of media</li><li>• engagement with experimentation and/or risk taking</li><li>• informed decision-making</li></ul>
National Standards	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1
Show-Me Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

**STRAND I: Product/Performance**

**1. Select and apply two-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems**

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
<b>B.</b>	Not assessed at this level	Apply paint with a dragging, not pushing motion	Paint lines with control of the brush	Apply paint in even strokes to create a water-color/thinned tempera wash.	Apply water-color paint to wet areas to blend color (wet-on-wet technique)	Mix a variety of hues to create new colors	Using opaque paint, overlap brush strokes to create a smooth and even area of color	Use a variety of brush strokes to create various textures	Create a variety of colors, tints, and shades by mixing pigments	Mix tempera/acrylic paints to create different hues	Mix tempera/acrylic paints to match observed hues	Select and use paint expressively (hard edge, soft edge, painterly brush strokes)	Select and apply painting media and techniques that demonstrate
<b>Painting</b>			Clean paint brush before changing colors  Mix two colors to create a third color	Paint lines and fill in shapes with even color using tempera	Using tempera paints, add color to white to create a tint  Using tempera paints, add black to a color create a shade	Apply layers of watercolor paint from lightest to darkest colors  Using tempera paints, produce a sharp, clear edge between areas of colors				Mix tempera/acrylic paints to create a range of 4 values and levels of intensity  Apply paint to create a solid area of color with no visible brushstrokes, change in value or intensity  Blend one color/value smoothly into another  Demonstrate proper use and cleaning of brushes and palettes  Use brushes of various sizes/types	Demonstrate the following water-color techniques: continuous wash, graduated wash  Apply water-color to create simulated and invented textures  Select and use appropriate size and brush type (e.g., natural, synthetic, flat, round, bright, small-large sizes)	Demonstrate the following water-color techniques: masking, wet on wet, dry brush, glaze, transparent layering, scratch, resist, lifting  Mix watercolors to match observed hues	<ul style="list-style-type: none"> <li>• sensitivity and subtlety in use of media</li> <li>• engagement with experimentation and/or risk taking</li> <li>• informed decision-making</li> </ul>
National Standards		<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>
Show-Me Standards		<b>FA 1</b>	<b>FA 1</b>	<b>FA 1</b>	<b>FA 1</b>	<b>FA 1</b>	<b>FA 1</b>	<b>FA 1</b>	<b>FA 1</b>	<b>FA 1</b>	<b>FA 1</b>	<b>FA 1</b>	<b>FA 1</b>

STRAND I: Product/Performance													
1. Select and apply two-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems													
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
Digital/Computer	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Create different types of lines using general software  *General software refers to a program like Microsoft Word, which has paint tools	Create different types of shapes using general software  *General software refers to a program like Microsoft Word, which has paint tools	Create a composition of lines and shapes using general software  *General software refers to a program like Microsoft Word, which has paint tools	Create or modify an image using general software  *General software refers to a program like Microsoft Word, which has paint tools	Create or modify an image using art software  *Art software refers to a program such as Adobe Photoshop	Create expressive/symbolic art using art software  *Art software refers to a program such as Adobe Photoshop	Select and apply digital/computer media that demonstrate <ul style="list-style-type: none"> <li>• sensitivity and subtlety in use of media</li> <li>• engagement with experimentation and/or risk taking</li> <li>• informed decision-making</li> </ul> *Art software refers to a program such as Adobe Photoshop
National Standards							VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1
Show-Me Standards							FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

STRAND I: Product/Performance													
1. Select and apply two-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems													
D.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
Other Media	Demonstrate a simple printmaking technique (e.g., stamping, thumb or hand prints, objects)	Demonstrate a monoprint process	Create a paper weaving using plain weave (over one, under one, alternating rows)	Demonstrate an additive process (e.g., string, cardboard, glue, found objects)	Create a fiber weaving using a simple loom (e.g., cardboard, straws, paper plate)	Demonstrate a subtractive printmaking process (e.g., Styrofoam, linoleum, wood, eraser) to produce multiple images	Demonstrate a printmaking process (e.g., monoprint, collagraph, string print)  Manipulate fibers (e.g., threading needles, typing simple knots, sewing, wrapping, weaving, beading)	Demonstrate a type of relief block printmaking  Demonstrate the process used in one type of fiber arts (e.g., weaving, jewelry-making, knotting, paper-making, batik, quilt, appliqué, book arts)	Demonstrate a printmaking process using a variety of ink colors  Create a simple fiber artwork (e.g., weaving, jewelry-making, knotting, paper-making, batik, quilt, appliqué, book arts)	Demonstrate a relief block printmaking process  Create an artwork using a fiber arts process (e.g., weaving, paper-making, book arts, quilting, appliqué, basketry, knotting, batik).	Demonstrate one printmaking process (e.g., monoprint, collagraph, stamp, reduction relief block, lithograph, etching, serigraph)  Create an edition  Create an artwork combining different fiber arts materials (e.g., paper, yarn, string, wire, metal, reed, raffia, fabric, beads, shells, found material)	Demonstrate one printmaking process that require registering (e.g., reduction block, multiple block, serigraphy, etching)  Create a titled, numbered, signed edition  Create related fiber arts	Select and apply printmaking media and techniques that demonstrate: <ul style="list-style-type: none"> <li>• sensitivity and subtlety in use of media</li> <li>• engagement with experimentation and/or risk taking</li> <li>• informed decision-making</li> </ul> Select and apply fiber media and techniques that demonstrate: <ul style="list-style-type: none"> <li>• sensitivity and subtlety in use of media</li> <li>• engagement with experimentation and/or risk taking</li> <li>• informed decision-making</li> </ul>
National Standards	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1
Show-Me Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

STRAND I: Product/Performance													
2. Select and apply three-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems													
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
Sculpture, Ceramics, Other Media	Uses scissors with control	Use glue with control	Manipulate paper to create low relief (e.g., curling, folding, tearing, and cutting)	Manipulate paper to create forms (in-the-round)	Build or layer materials to create a relief	Combine simple forms to create a complex object/form (in-the-round)	Create a relief artwork by joining two or more surfaces (e.g., natural or manufactured clays, paper pulp, cardboard, found materials)	Create an in-the-round artwork by joining two or more surfaces using a layering material (e.g., papier mache, paper, plastercraft, cardboard, fibers)	Create a three-dimensional artwork using carving techniques. Possible media choices could include, but are not limited to: clay, wax, soap, plaster, wood, Styrofoam, commercially-produced carving blocks	Create a sculpture by layering and adhering material or objects (e.g., natural or manufactured clays, paper, board, plastercraft, papier mache, assemblage)	Create a sculpture using carving techniques. Possible media choices could include, but are not limited to: clay, wax, soap, plaster, Styrofoam, commercially-produced carving blocks)	Create a mixed media sculpture using a variety of processes and techniques	Select and apply sculpture media and techniques that demonstrate: <ul style="list-style-type: none"> <li>• sensitivity and subtlety in use of media</li> <li>• engagement with experimentation and/or risk taking</li> <li>• informed decision-making</li> </ul>
	Modeling with clay or a similar material: Create a sphere	Fold paper and identify folded edge  Modeling with clay or a similar material: Pinch, pull, and roll material	Modeling with clay or a similar material: Roll coils: flatten material into a slab	Cut a symmetrical shape from a folded piece of paper  Modeling with clay or a similar material: Create applied and impressed textures	Apply a variety of paper folding techniques  Modeling with clay or a similar material; Make organic forms	Use paper joining techniques such as tabs and slits  Modeling with clay or a similar material: Build a form using a coil techniques				Create ceramics using a hand-building process (e.g., pinch, coil, slab); joining techniques, and a uniform thickness	Create ceramics combining hand-building processes (e.g., pinch, coil, and/or slab), joining techniques and uniform thickness throughout product  Demonstrate consistent glaze application	Create a functional ceramic piece on the potter's wheel  Demonstrate production of a symmetrical form (e.g., cylinder, bowl, or cup)  Demonstrate use of an alternative decorative finish (e.g., sgraffito, slip painting, incising, or Mishima)	Select and apply ceramics media (e.g., clay body, decorative finish) and techniques that demonstrate: <ul style="list-style-type: none"> <li>• sensitivity and subtlety in use of media</li> <li>• engagement with experimentation and/or risk taking</li> <li>• informed decision-making</li> </ul>
National Standards	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1
Show-Me Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

**STRAND I: Product/Performance**

**3. Communicate ideas about subject matter and themes in artworks created for various purposes**

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
<b>A.</b>	Portrait: Create an original picture of self or other person	Portrait: Create an original artwork showing family members	Still Life: Create an original still life from observation	Figure: Create an original artwork of a figure in an action pose	Portrait: Create facial features in correct proportion	Portrait: Create a portrait from observation	Create original artwork using the following subjects: • realistic portrait • abstract portrait	Create original artwork using the following subjects: • human figure • still life from observation	Create original artwork using the following subject: • realistic landscape • abstract landscape	Create original artworks using the following as subject matter: • portrait • still life • landscape • non-objective • architecture	Communicate ideas through the creation of a: • portrait • still life • landscape • non-objective • architecture	Combine subject matter in original artworks to communicate ideas (e.g., figure and/or architecture in a landscape)	Select subject matter to communicate personal ideas through a series of original, related works
<b>Subject Matter: Fine Art</b>	Landscape: Create a picture showing outside	Still Life: Create a still life with one object (e.g., toy, food, game, sports equipment, backpack, lunchbox)	Landscape: Create an original landscape	Landscape: Create an original cityscape	Exaggerate, distort, or simplify features to create an abstract portrait	Still Life: Create a still life from observation that shows the illusion of form							
	Non-Objective: Create a design using lines			Non-Objective: Create an original artwork using line, shape and color	Still Life: Exaggerate, distort, or simplify observed objects to create an abstract still life	Landscape: Create an original outdoor scene to show the illusion of space							
National Standards	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>	<b>VA 1</b>
Show-Me Standards	<b>FA 1</b>	<b>FA 1</b>	<b>FA 1</b>	<b>FA 1</b>	<b>FA 1</b>	<b>FA 1</b>	<b>FA 1</b>	<b>FA 1</b>	<b>FA 1</b>	<b>FA 1</b>	<b>FA 1</b>	<b>FA 1</b>	<b>FA 1</b>



STRAND I: Product/Performance

3. Communicate ideas about subject matter and themes in artworks created for various purposes

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
<b>B.</b>	Not assessed at this level	Design wearable art (e.g., masks, jewelry, paper hats, decorating tee shirts, costumes, face painting)	Design a building that serves a function in the community and includes building parts (e.g., roof, walls, door, windows, surface material)	Create a container (e.g., paper box, clay pot, fiber basket)	Create an example of graphic art (e.g., poster, illustration, advertisement, greeting card)	Create an original building based upon elements of architectural styles (e.g., type of roof, dome, column, arch, windows, porches, tower, stairs, ramp)	Illustrate text	Not assessed at this grade level	Create an original functional object	Create a functional artwork based upon a cultural example	Create an original functional artwork that expresses a culture	Create an original functional artwork that communicates a personal idea	Create a series of original, related, functional artworks that communicates a personal idea
Subject Matter: Functional Art													
National Standards		VA 1	VA 1	VA 1	VA 1	VA 1	VA 1		VA 1	VA 1	VA 1	VA 1	VA 1
Show-Me Standards		FA 1	FA 1	FA 1	FA 1	FA 1	FA 1		FA 1	FA 1	FA 1	FA 1	FA 1

STRAND I: Product/Performance														
3. Communicate ideas about subject matter and themes in artworks created for various purposes														
C.	Grade K		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
	Theme		Create original artwork that communicates ideas about the following themes: <ul style="list-style-type: none"><li>• People (e.g., self, family, friends)</li><li>• Indoors (e.g., classroom, kitchen, bedroom)</li><li>• Outdoors (e.g., seasons, nature)</li></ul>	Create original artwork that communicates ideas about the following themes: <ul style="list-style-type: none"><li>• People (e.g., self, family, friends)</li><li>• Animals (e.g., pets, farm, zoo, wild)</li><li>• Things (e.g., toys, tools, food)</li></ul>	Create an original artwork that communicates ideas about the following themes: <ul style="list-style-type: none"><li>• Nature</li><li>• Places (e.g., school, home, stores, neighborhood, countryside)</li></ul>	Create an original artwork that communicates ideas about the following themes: <ul style="list-style-type: none"><li>• Community</li><li>• Group identity (e.g., family, classroom, groups, scouts, sports teams)</li></ul>	Create an original artwork that communicates ideas about the following themes: <ul style="list-style-type: none"><li>• Missouri</li><li>• The Environment</li><li>• Time (e.g., past, present, future)</li></ul>	Create an original artwork that communicates ideas about the following themes: <ul style="list-style-type: none"><li>• United States</li><li>• Patriotism</li><li>• World</li><li>• Time (e.g., past, present, future)</li></ul>	Create an original artwork that communicates ideas about the following themes: <ul style="list-style-type: none"><li>• Functions of Art in Culture (e.g., celebrate rites of passage, teach history and/or religion, decorate useful objects)</li><li>• Personal Identity</li></ul>	Create an original artwork that communicates ideas about the following themes: <ul style="list-style-type: none"><li>• Group Identity</li><li>• Nature</li></ul>	Create an original artwork that communicates ideas about the following themes: <ul style="list-style-type: none"><li>• Environment</li><li>• Time (e.g., past, present, future)</li></ul>	Create original artwork that communicates ideas through themes (e.g., identity, power, time, nature, illusion)	Create an original artwork that communicates ideas through the following themes (e.g., cultural identity, social commentary, ceremony/ritual, myth/legend, reflection/transparency)	Create original artwork that communicates ideas through themes (e.g., national identity, spirituality, vision, progress, human condition, narrative)
National Standards	VA 1		VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1
Show-Me Standards	FA 1		FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

STRAND II: Elements and Principles (EP)													
1. Select and use elements of art for their effect in communicating ideas through artwork													
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
	Line	Identify and use lines	Identify and use straight, curved, thick, and thin lines	Identify and use zigzag, dotted, and wavy lines	Identify and use horizontal, vertical, and diagonal lines	Identify and use outlines	Identify and use contour lines  Identify and use contour lines to define a complex object	Identify and use rhythmic lines	Identify and use varied line quality	Identify and use weighted contour, parallel, and perpendicular lines	Identify and use hatching, crosshatching, stippling, and calligraphic lines	Identify and use gesture lines and implied lines	Use line expressively to communicate ideas
National Standards		VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2
Show-Me Standards		FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2

STRAND II: Elements and Principles (EP)													
1. Select and use elements of art for their effect in communicating ideas through artwork													
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
	Identify and use shapes	Identify and use triangle, circle, square, rectangle and oval shapes	Identify and use geometric shapes	Differentiate between shapes and forms	Identify and use organic (free-form) shapes	Identify and use symbolic shapes	Identify and use complex shapes such as people, animals, vehicles	Identify and use rhythmic shapes	Identify and use varied shapes	Differentiate between and use geometric and organic (free-form) shapes	Identify and use complex shapes	Identify and use implied shapes	Use shapes expressively to communicate ideas
Shapes	Categorize shapes as large and small	Categorize shapes as small, medium, and large											
National Standards	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2
Show-Me Standards	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2

STRAND II: Elements and Principles (EP)													
1. Select and use elements of art for their effect in communicating ideas through artwork													
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
	Not assessed at this level	Identify and use form	Identify and use geometric forms: sphere, cube, cylinder, and cone	Identify and demonstrate sculpture-in-the-round	Identify and demonstrate relief sculpture  Identify and use organic form	Identify and use the illusion of form: cube, sphere, cylinder, and cone	Not assessed at this grade level	Differentiate between and demonstrate high and low relief	Identify and use a range of values to create the illusion of form	Identify and use high and low relief  Identify and use illusion of form: sphere, cube, cone, and cylinder	Identify and use form in-the-round  Identify and demonstrate the illusion of complex form in a two-dimensional artwork	Identify and create complex form in-the-round  Identify and demonstrate the illusion of transparent and reflective forms in two-dimensional artwork	Use forms expressively to communicate ideas
National Standards		VA 2	VA 2	VA 2	VA 2	VA 2		VA 2	VA 2	VA 2	VA 2	VA 2	VA 2
Show-Me Standards		FA 2	FA 2	FA 2	FA 2	FA 2		FA 2	FA 2	FA 2	FA 2	FA 2	FA 2

STRAND II: Elements and Principles (EP)													
1. Select and use elements of art for their effect in communicating ideas through artwork													
D.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
	Not assessed at this grade level	Identify and use texture	Identify and use actual texture	Identify and use invented textures	Not assessed at this grade level	Identify and use implied or simulated textures	Identify and use real/actual texture	Identify and use implied or simulated texture	Identify and use invented texture	Identify and use real, invented and simulated textures	Identify and create simulated textures from observation	Contrast textures within the same artwork	Use textures expressively to communicate ideas
National Standards		VA 2	VA 2	VA 2		VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2
Show-Me Standards		FA 2	FA 2	FA 2		FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2

STRAND II: Elements and Principles (EP)													
1. Select and use elements of art for their effect in communicating ideas through artwork													
E.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
Color	Identify and use color	Identify and use primary colors	Identify and use secondary colors	Identify and use warm and cool colors	Identify and use tints and shades	Identify and use intermediate and neutral colors  Identify the arrangement of colors on a color wheel	Identify and use monochromatic colors	Identify and use analogous colors	Identify and use complementary colors	Identify and use color theory including color value, and color schemes (analogous, monochromatic, and complementary)	Identify and use color theory including color intensity and split-complementary color scheme  Identify and use local color	Identify and use arbitrary color and symbolic color	Use color expressively to communicate ideas
National Standards	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2
Show-Me Standards	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2

STRAND II: Elements and Principles (EP)													
1. Select and use elements of art for their effect in communicating ideas through artwork													
F.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
Value	Not assessed at this grade level	Identify and use value	Identify and use light and dark values	Not assessed at this grade level	Identify and demonstrate a value scale	Not assessed at this grade level	Identify and demonstrate color value (tints and shades)  Identify and demonstrate a value scale	Not assessed at this grade level	Identify and use a range of values	Identify and use a range of values to create the illusion of simple forms (including highlights and cast shadows)	Identify and use a range of values to create the illusion of complex forms	Identify and use a range of values to create the illusion of form through observation of transparent and reflective objects	Use value expressively to communicate ideas
National Standards		VA 2	VA 2		VA 2		VA 2		VA 2	VA 2	VA 2	VA 2	VA 2
Show-Me Standards		FA 2	FA 2		FA 2		FA 2		FA 2	FA 2	FA 2	FA 2	FA 2

STRAND II: Elements and Principles (EP)													
1. Select and use elements of art for their effect in communicating ideas through artwork													
G.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
	Not assessed at this grade level	Identify and demonstrate the use of space	Identify and use foreground and background to create illusion of space	Identify and use middle ground, overlapping, and change of size to create illusion of space	Identify and use placement and change in detail to create illusion of space  Identify and use positive and negative space	Identify and use converging lines to create the illusion of space  Identify and use a single horizon line	Identify and use positive and negative shapes in two-dimensional work	Identify and use positive and negative forms in three-dimensional work	Identify and use one-point linear perspective to create the illusion of space	Identify and use positive and negative space in two-dimensional work  Identify and use perspective techniques to create the illusion of space (one-point linear perspective, overlapping, and change of size, detail, placement, value contrast)	Identify and use positive and negative space in three-dimensional work  Identify and use perspective techniques to create the illusion of space (two-point linear perspective, overlapping, and change of size, detail, placement, value, contrast, color)	Design negative and positive space from all viewpoints in three-dimensional work  From observation, identify and use appropriate perspective techniques to create the illusion of space	Use space expressively to communicate ideas
National Standards		VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2
Show-Me Standards		FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2

STRAND II: Elements and Principles (EP)													
2. Select and use principles of art for their effect in communicating ideas through artwork													
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
	Not assessed at this level	Identify and demonstrate the concept of middle or center	Not assessed at this level	Identify and use symmetrical (formal) balance	Identify and use radial balance	Identify and use asymmetrical (informal) balance	Identify and use symmetrical (formal) balance	Identify and use radial balance	Identify and use asymmetrical (informal) balance	Differentiate among and use symmetrical (formal), asymmetrical (informal), and radial balance	Use elements to create compositional balance	Use balance to support the communication of an idea	Use balance expressively
Balance													
National Standards		VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2
Show-Me Standards		FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2

STRAND II: Elements and Principles (EP)													
2. Select and use principles of art for their effect in communicating ideas through artwork													
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Identify and create center of interest (focal point)	Not assessed at this level	Not assessed at this level	Identify and use center of interest (focal point)	Not assessed at this level	Identify and create emphasis (focal point) through contrast and convergence	Identify and use emphasis (focal point) through isolation and location	Use emphasis to support the communication of an idea	Use emphasis expressively
Emphasis													
National Standards					VA 2			VA 2		VA 2	VA 2	VA 2	VA 2
Show-Me Standards					FA 2			FA 2		FA 2	FA 2	FA 2	FA 2

STRAND II: Elements and Principles (EP)													
2. Select and use principles of art for their effect in communicating ideas through artwork													
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
	Not assessed at this level	Not assessed at this level	Identify and use color contrast	Identify and use size contrast	Identify and use value contrast	Identify and use texture contrast	Identify and use shape, line, and size contrast		Identify and use color and value contrast	Identify and use variation within a single element to create contrast (e.g., different values), asymmetrical (informal), and radial balance	Identify and vary elements in the same work to create contrast (e.g., different values and different textures)	Use contrast to support the communication of an idea	Use contrast expressively
Contrast													
National Standards			VA 2	VA 2	VA 2	VA 2	VA 2		VA 2	VA 2	VA 2	VA 2	VA 2
Show-Me Standards			FA 2	FA 2	FA 2	FA 2	FA 2		FA 2	FA 2	FA 2	FA 2	FA 2

STRAND II: Elements and Principles (EP)													
2. Select and use principles of art for their effect in communicating ideas through artwork													
D.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
	Identify and use a pattern by repeating a single shape, line, or color	Identify and create an alternating pattern (abab)	Identify and create a complex pattern	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Identify and use regular rhythm	Identify and use progressive rhythm	Identify and use elements to create regular rhythm	Identify and use elements to create progressive rhythm	Use rhythm to support the communication of an idea	Use rhythm expressively
Rhythm/Repetition													
National Standards	VA 2	VA 2	VA 2					VA 2	VA 2	VA 2	VA 2	VA 2	VA 2
Show-Me Standards	FA 2	FA 2	FA 2					FA 2	FA 2	FA 2	FA 2	FA 2	FA 2



STRAND II: Elements and Principles (EP)													
2. Select and use principles of art for their effect in communicating ideas through artwork													
E.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
Unity	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Explain how elements and principles create unity in artworks	Identify and create unity through elements and principles	Use unity to support the communication of an idea	Use unity to support the personal expression of an idea
National Standards										VA 2	VA 2	VA 2	VA 2
Show-Me Standards										FA 2	FA 2	FA 2	FA 2

STRAND II: Elements and Principles (EP)													
2. Select and use principles of art for their effect in communicating ideas through artwork													
F.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
Proportion	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Identify realistic facial proportions	Identify and use relative size (realistic scale)	Create facial features in realistic proportion	Not assessed at this level	Identify and use appropriate scale relationship	Identify and use realistic facial proportions	Identify and use realistic figure proportions	Identify and use foreshortened figure proportions	Use facial and/or figure proportions expressively
National Standards					VA 2	VA 2			VA 2	VA 2	VA 2	VA 2	VA 2
Show-Me Standards					FA 2	FA 2			FA 2	FA 2	FA 2	FA 2	FA 2

STRAND III: Artistic Perceptions (AP)													
1. Investigate the nature of art and discuss responses to artworks													
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
Aesthetics	Not assessed at this level	Discuss a response (feeling or idea) to an artwork based upon the student's life experience	Explain different responses you have to different artworks	Compare different responses students may have to the same artwork	Discuss and develop answers to questions about art, such as: <ul style="list-style-type: none"> <li>• What is art?</li> <li>• What is beauty?</li> </ul>	Discuss and develop answers to questions about art, such as: Who decides what makes an artwork special, valuable or good?	Discuss how different cultures have different concepts of beauty  Explain how responses (feelings or ideas) to artworks from various cultures are based on both personal experience and group beliefs	Discuss and develop answers to questions about art: <ul style="list-style-type: none"> <li>• What is art?</li> <li>• Should art look real?</li> <li>• Should art be beautiful?</li> <li>• Should art look real?</li> </ul> Compare and contrast responses of class members to realistic, abstract, and non-objective artworks	Discuss how people might respond differently to specific American artworks based upon their subgroup (e.g., race, gender, attitude toward the environment, business, immigrant group, age, religion, economic status, or level of education)	Discuss personal beliefs about the nature of art  Define aesthetics as the branch of philosophy that deals with the nature and value of art  Discuss and develop answers to questions about art, such as: <ul style="list-style-type: none"> <li>• What is art?</li> <li>• Why do responses vary?</li> <li>• Who decides what makes an artwork special, valuable or good?</li> </ul>	Discuss how perceptions in art reflect community and/or culture beliefs and values  Compare how responses to works of art differ based on whether the viewer is a member of the culture in which the art was created	Discuss how people from different groups might respond to artworks that express themes (e.g., national identity, spirituality, vision, progress, and human condition)	Discuss the evolution of personal beliefs about the nature of art  Discuss how personal and cultural beliefs influence the interpretation of the meaning, message, or value of a work of art
National Standards		VA 3	VA 3	VA 3	VA 3	VA 3	VA 3	VA 3	VA 3	VA 3	VA 3	VA 3	VA 3
Show-Me Standards		FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3

STRAND III: Artistic Perceptions (AP)													
2. Analyze and evaluate art using art vocabulary													
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
	Identify the subject of artworks	Identify the following in artworks: Lines, Shapes, Colors, Patterns	Identify the following in artworks: Geometric shapes, Geometric forms, Foreground and background, Real textures, Contrast/variety of colors	Identify the following in artworks: Warm and Cool Colors, Symmetrical Balance, Invented textures, Horizontal, Diagonal, and vertical lines, Contrast/variety of sizes	Describe the use of the following in artworks: Outlines, Organic shapes, Organic forms, Tints and shades, Values, Positive and negative space, Radial balance, Center of interest/focal Point, Contrast/variety of values, Complex patterns, Facial proportions	Describe the use of the following in artworks: Contour lines, Symbolic shapes, Illusion of form, Implied/simulated textures, Intermediate and Neutral colors, Asymmetrical Balance, Contrast /variety of textures, Perspective: change in size, Point of view	Identify the type of artwork (e.g., painting, drawing, print, sculpture)  Identify and explain symbolism or message communicated in an artwork  Match the artwork with an aesthetic theory: Showing a real or idealized image of life (Imitationalism); Expressing feelings (Emotionalism/Expressionism); Emphasis on elements and principles (Formalism); Serving a purpose in the society or culture (Functionalism)	Describe the artwork and subject matter  Describe elements (line, form, shape, color, value, texture, space) and principles (balance, emphasis, contrast, rhythm) as they are used in artworks  Interpret the subject and theme, supporting them with the artist's use of elements and principles  Select an aesthetic theory and explain why it best fits the artwork: Showing a real or idealized image of life (Imitationalism); Expressing feelings (Emotionalism/ Expressionism); Emphasis on elements and principles (Formalism); Serving a purpose in the society or culture (Functionalism)	Describe artwork in detail  Analyze the use of elements and principles used in artworks  Interpret the meaning of the work Judge the work from each aesthetic theory: Showing a real or idealized image of life (Imitationalism); Expressing feelings (Emotionalism/ Expressionism); Emphasis on elements and principles (Formalism); Serving a purpose in the society or culture (Functionalism)	With one artwork: describe artwork;  analyze the use of elements and principles in the work;  Interpret the meaning of the work (subject, theme, symbolism, message communicated);  Judge the work from various perspectives: Showing a real or idealized image of life (Imitationalism); Expressing feelings (Emotionalism/ Expressionism); Emphasis on elements and principles (Formalism); Serving a purpose in the society or culture (Functionalism)	Compare and contrast two artworks: describe artwork  analyze the use of elements and principles in the work  Interpret the meaning of the work (subject, theme, symbolism, message communicated) Judge the work from various perspectives  Showing a real or idealized image of life (Imitationalism) Expressing feelings (Emotionalism/ Expressionism) Emphasis on elements and principles (Formalism) Serving a purpose in the society or culture (Functionalism)	Compare and contrast student artwork with professional artworks or masterpieces: describe artwork  Analyze the use of elements and principles in the work  Interpret the meaning of the work (subject, theme, symbolism, message communicated) Judge the work from various perspectives  Showing a real or idealized image of life (Imitationalism) Expressing feelings (Emotionalism/ Expressionism) Emphasis on elements and principles (Formalism) Serving a purpose in the society or culture (Functionalism)	Use the following process with a body of work (portfolio)  Describe artwork  Analyze the use of elements and principles in the work  Interpret the meaning of the work (subject, theme, symbolism, message communicated)  Showing a real or idealized image of life (Imitationalism) Expressing feelings (Emotionalism/ Expressionism) Emphasis on elements and principles (Formalism) Serving a purpose in the society or culture (Functionalism)
National Standards	VA 3	VA 3	VA 3	VA 3	VA 3	VA 3	VA 3	VA 3	VA 3	VA 3	VA 3	VA 3	VA 3
Show-Me Standards	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3

STRAND IV: Interdisciplinary Connections (IC)													
1. Explain connections between visual art and performing arts													
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
Connecting Visual and Performing Arts	Use physical movement in dance to interpret line in artwork	Relate costumes in theatre to clothing design	Compare patterns in music to patterns in artworks	Compare the art and music of a particular culture	Explain how a play or skit could be inspired by a work of art (e.g., painting or statue)	Compare a work of art to a work of music	Compare and contrast music and art from the same culture	Explain how art is used in designing sets in film, television, or live theater	Compare and contrast examples of American art and music	Connect meanings of elements in art with terms in music, theatre, or dance	Connect the characteristics of art and music created in the same culture or time period (e.g., Harlem Renaissance and jazz, Native-American art and music, Asian art and music, Latino art and music)	Use theatre techniques to present information in art (e.g., voice, stage presence, props, video, script-writing, set)	Select and present music that expresses personal artwork
National standards	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6
Show-Me Standards	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4

STRAND IV: Interdisciplinary Connections (IC)													
2. Explain the connections between Visual Art and Communication Arts, Math, Science or Social Studies													
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
Connecting Art and Non-Art Subjects	Explain how stories can be told in pictures and/or words	Explain how patterns in art are similar to patterns in math.	Explain the connection between American Indian culture and art	Explain how the math principle of symmetry is used in art	Explain how George Caleb Bingham and Thomas Hart Benton reflected life in Missouri	Explain how American artists expressed the idea of patriotism	Explain how artworks reflect the cultures in which they were created	Explain the relationship between illustration and written text.	Explain how events and ideas in United States history are communicated through artworks	Explain how historical events and social ideas are reflected in artworks from selected cultures or historical time periods.	Explain how historical events and social ideas are reflected in artworks from selected cultures or historical time periods.	Explain how historical events and social ideas are reflected in artworks from selected cultures or historical time periods.	Explain how contemporary events and social ideas are reflected in student artworks
National standards	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6
Show-Me Standards	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4

STRAND V: Historical and Cultural Contexts (HC)													
1. Compare and contrast artworks from different historical time periods and/or cultures													
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
	Not assessed at this grade level	Identify works of art from: <ul style="list-style-type: none"><li>• United States</li><li>• Europe (Cave)</li><li>• Asia</li></ul>	Identify works of art from: <ul style="list-style-type: none"><li>• United States</li><li>• (Native American)</li><li>• Egypt</li></ul>	Identify works of art from: <ul style="list-style-type: none"><li>• United States</li><li>• Europe (Realistic)</li><li>• Africa</li></ul>	Identify works of art from: <ul style="list-style-type: none"><li>• United States (Realistic: Missouri, Westward Expansion)</li><li>• Europe (Abstract)</li></ul>	Identify works of art from: <ul style="list-style-type: none"><li>• United States (Painting, Architecture)</li><li>• Europe (Painting, Architecture)</li></ul>	Identify works of art from: <ul style="list-style-type: none"><li>• Ancient Greece/Rome/Egypt Pre-Columbian Americas (e.g., Aztec, Inca, Maya)</li><li>• Africa</li><li>• Asia</li></ul>	Identify works of art from: <ul style="list-style-type: none"><li>• Europe (Real, Abstract, Non-Objective)</li><li>• United States (Real, Abstract, Non-Objective)</li></ul>	• Identify works of art from United States (Native American, Painting, Sculpture, Architecture)	Identify artworks from the following: <ul style="list-style-type: none"><li>• Ancient Greece/Rome</li><li>• Renaissance</li><li>• Impressionism</li><li>• Post-Impressionism</li><li>• Pop Art</li><li>• Op Art</li></ul>	Identify artworks from the following: <ul style="list-style-type: none"><li>• Cubism</li><li>• American Regionalism</li><li>• Abstract Expressionism</li><li>• Native-American</li><li>• Latino</li><li>• Asia</li></ul>	Identify artworks from the following: <ul style="list-style-type: none"><li>• German Expressionism</li><li>• Surrealism</li><li>• Photorealism</li><li>• Post-Modern</li></ul>	Select and research periods/movements of art that align with portfolio development
National standards	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4
Show-Me Standards	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5

STRAND V: Historical and Cultural Contexts (HC)													
1. Compare and contrast artworks from different historical time periods and/or cultures													
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
Characteristics of Artworks	Not assessed at this grade level	Compare and contrast two artworks on:	Compare and contrast two artworks on:	Compare and contrast two artworks on:	Compare and contrast two artworks on:	Compare and contrast two artworks on:	Compare and contrast two artworks on:	Compare and contrast two artworks on:	Compare and contrast two artworks on:	Compare and contrast two artworks on:	Compare and contrast two artworks on:	Compare and contrast two artworks on:	Describe the evolution of an artist's body of work over time
		Subject matter  Subject matter  Use of line, color, and shape	Subject matter  Media  Use of line, color, shape, and texture  Theme Purpose of art in culture	Subject matter  Media  Use of line, color, shape, and texture  Theme Purpose of art in culture  Place	Subject matter  Media  Use value and space  Theme Purpose of art in culture  Place	Time  Place  Subject matter  Media  Use of elements  Theme  Purpose of art in culture  Use of materials and technology	Time  Place  Subject matter  Theme  Characteristics  Cultural context	Time  Place  Subject matter  Theme  Characteristics  Cultural context	Time  Place  Subject matter  Theme  Characteristics  Material/ Technology  Ideas and beliefs of culture  Function of art in culture/society	Time  Place  Artist  Subject matter  Theme  Characteristics  Material/ Technology  Ideas and beliefs of culture  Function of art in culture/society	Time  Place  Artist  Subject matter  Theme  Characteristics  Material/ Technology  Ideas and beliefs of culture  Function of art in culture/society	Time  Place  Artist  Subject matter  Theme  Characteristics  Material/ Technology  Ideas and beliefs of culture  Function of art in culture/society	Explain an artist's place in historical context
National standards		VA 4	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4
Show-Me Standards		FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5